



James F Byrnes High

150 East Main Street
Duncan, South Carolina

Grades	9-12 High School	
Enrollment	1,516 Students	
Principal	Jeffrey R. Rogers	864-949-2355
Superintendent	Dr. Scott Turner	864-949-2350
Board Chair	Mr. Butch Coan	864-949-2350

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Good
2007	Average	At-Risk
2006	Good	At-Risk
2005	Excellent	Good
2004	Excellent	Excellent

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	9	16	1	0

* Ratings are calculated with data available by September 30.

High School Assessment Program(HSAP) Exam Passage Rate: Second Year Student

	Our High School			High Schools with Students Like Ours		
Percent	2006	2007	2008	2006	2007	2008
Passed 2 subtests (%)	71.6	81.3	89.8	76.8	80.1	84.8
Passed 1 subtest (%)	10.6	9.8	5.5	11.5	11.7	8.9
Passed no subtests (%)	17.8	8.9	4.7	11.7	8.2	6.5

HSAP Passage Rate by Spring 2008

	Our High School	High Schools with Students Like Ours
Percent	91.4%	94.4%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	419	336
Number of Diplomas	301	244
Rate	71.8%	74.0%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	82.7	78.4
English 1	69.4	69.4
Physical Science	60.3	60.1
All Tests	68.8	68.9

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=1,516)				
Retention rate	6.3%	Up from 4.8%	5.7%	6.1%
Attendance rate	95.0%	Down from 99.6%	95.1%	95.0%
Eligible for gifted and talented	11.6%	Up from 6.9%	11.0%	8.3%
With disabilities other than speech	11.7%	Down from 11.8%	11.7%	13.0%
Older than usual for grade	7.1%	Up from 2.8%	6.4%	8.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.3%	Down from 2.3%	1.3%	1.5%
Enrolled in AP/IB programs	22.2%	Up from 19.0%	17.1%	11.4%
Successful on AP/IB exams	63.3%	N/A	62.9%	54.3%
Eligible for LIFE Scholarship	54.9%	Up from 53.0%	33.6%	30.5%
Annual dropout rate	4.8%	Up from 3.0%	4.1%	3.5%
Career/technology students in co-curricular organizations	2.2%	Down from 15.8%	1.3%	3.1%
Enrollment in career/technology courses	826	Down from 881	789	559
Students participating in work-based experiences	50.4%	Up from 33.1%	10.5%	10.6%
Career/technology students attaining technical skills	81.7%	Up from 81.1%	78.6%	79.6%
Career/technology completers placed	N/A	N/A	100.0%	98.5%
Teachers (n=91)				
Teachers with advanced degrees	62.6%	Up from 62.1%	60.5%	57.4%
Continuing contract teachers	75.8%	Up from 73.5%	72.3%	69.6%
Teachers with emergency or provisional certificates	0.0%	Down from 2.9%	5.5%	8.7%
Teachers returning from previous year	80.7%	Down from 88.3%	86.1%	85.0%
Teacher attendance rate	98.2%	Up from 94.8%	95.4%	95.4%
Average teacher salary	\$48,589	Up 4.2%	\$46,872	\$46,061
Professional development days/teacher	19.4 days	Down from 24.0 days	11.4 days	11.4 days
School				
Principal's years at school	2.0	Up from 1.0	3.5	3.0
Student-teacher ratio in core subjects	28.5 to 1	Down from 29.5 to 1	28.1 to 1	25.4 to 1
Prime instructional time	92.0%	Up from 91.9%	89.8%	89.1%
Dollars spent per pupil*	\$6,336	Up 2.5%	\$6,541	\$7,279
Percent of expenditures for teacher salaries*	60.8%	Up from 60.2%	55.5%	55.3%
Percent of expenditures for instruction*	67.3%	Down from 67.9%	60.8%	60.8%
Opportunities in the arts	Excellent	No Change	Excellent	Excellent
Parents attending conferences	100.0%	Up from 96.3%	95.2%	94.2%
SACS accreditation	Yes	No Change	Yes	Yes
Character development program	Average	No Change	Good	Good
Modern Language Program Assessment	N/A	N/A	Good	Good
Classical Language Program Assessment	N/A	N/A	Good	Average

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2008		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	360	91.4%	1769	68.8%	419	71.8%	No
Gender							
Male	176	86.9%	922	69.1%	204	68.1%	N/A
Female	184	95.7%	847	68.5%	214	75.2%	N/A
Racial/Ethnic Group							
White	256	93.0%	1098	74.4%	287	76.0%	N/A
African American	87	85.1%	469	59.3%	105	60.0%	N/A
Asian/Pacific Islander	N/A	N/A	27	81.5%	N/A	N/A	N/A
Hispanic	12	100.0%	115	59.1%	19	68.4%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	65	58.5%	184	45.1%	69	40.6%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	56	48.2%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	65	84.6%	744	62.5%	69	63.8%	N/A

* n=number of students on which percentage is calculated. t=number of tests taken.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

James F. Byrnes High School continued a tradition of success in academics, fine arts, athletics, extracurricular activities, and community service during the 2007-2008 school year. The faculty, administration, and students continue to focus on student achievement as the number one priority of the school. Increased enrollment in honors level, advanced placement, and dual credit courses reflects the choice by students to participate in a challenging curriculum that will prepare them for post-secondary education. State-of-the-art computer software programs allow students to prepare for standardized tests such as SAT, ACT, EOC, and HSAP. We continue to focus on the High Schools That Work (HSTW) reform model. The HSTW 10 Key Practices guide our professional development program and our curriculum development. Our professional development plan also featured teachers learning and implementing researched-based instructional strategies into their classrooms.

Our students excelled in all areas of student involvement. They served as mentors and tutors for young children in area elementary schools and community centers. Students raised over fifteen thousand dollars for the Relay for Life cancer program. Students in our orchestra, band, and chorus won superior ratings in regional and state competitions. Visual art pieces won state awards. Byrnes technology students won awards at both the state and national level. The Rebel varsity football team won the AAAA state championship once again. The Air Force ROTC Unit was recognized as a distinguished unit. The Winterguard, Mock Trial Competition Team, Math Competition Team, and Model United Nations Competition Team enjoyed a successful year garnering team and individual awards.

Byrnes High School values its collaborative partnership with parents and the community in preparing our students to be successful in an ever-changing world. Our school is one of the focal points of our community and a quality education is the key to the success of our students and community. Together we display great pride in our accomplishments.

Jeff Rogers, Principal
Jeri Hollis, Chairperson SIC

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	80	458	34
Percent satisfied with learning environment	92.5%	74.6%	70.6%
Percent satisfied with social and physical environment	93.8%	80.3%	67.6%
Percent satisfied with school-home relations	90.0%	84.0%	72.7%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

School Adequate Yearly Progress

YES

This school met 21 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status

N/A

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality Data

	Our School	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes

Abbreviations for Missing Data

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)

All Students	512	99.6	6.9	27.9	42.3	22.9	77.1	76.9	69.7	Yes	Yes
Male	253	100	8.4	30.5	42.3	18.8	74.1	74	64.6	N/A	N/A
Female	259	99.2	5.4	25.3	42.3	27	80.1	79.8	74.8	N/A	N/A
White	345	99.7	5.8	22.5	42.8	28.9	82.2	81.7	81.7	Yes	Yes
African American	116	99.1	9	42.3	40.5	8.1	61.3	61.3	53.6	Yes	Yes
Asian/Pacific Islander	16	100	0	26.7	60	13.3	93.3	93.3	83.1	I/S	I/S
Hispanic	34	100	14.3	35.7	35.7	14.3	71.4	72.4	59.7	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	65.5	I/S	I/S
Disabled	59	100	36.2	51.7	12.1	0	29.3	29.3	25.2	Yes	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	40	N/A	N/A
Limited English Proficient	14	100	33.3	50	16.7	0	50	50	47.3	I/S	I/S
Subsized meals	183	99.5	14	37.2	39	9.9	62.8	62.6	55.1	Yes	Yes

Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)

All Students	512	99.6	7.5	25.2	41.7	25.6	80	80	67.2	Yes	Yes
Male	253	100	9.6	24.3	38.9	27.2	78.7	78.5	66.3	N/A	N/A
Female	259	99.2	5.4	26.1	44.4	24.1	81.3	81.4	68	N/A	N/A
White	345	99.7	5.2	24.6	40.9	29.2	82.8	82.6	79.6	Yes	Yes
African American	116	99.1	15.3	27	41.4	16.2	70.3	70.3	49.7	Yes	Yes
Asian/Pacific Islander	16	100	N/AV	N/AV	N/AV	N/AV	N/AV	100	88.9	I/S	I/S
Hispanic	34	100	7.1	28.6	53.6	10.7	78.6	79.3	60	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	69.5	I/S	I/S
Disabled	59	100	43.1	37.9	15.5	3.4	27.6	27.6	23.8	Yes	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.7	N/A	N/A
Limited English Proficient	14	100	16.7	41.7	33.3	8.3	58.3	58.3	54.9	I/S	I/S
Subsized meals	183	99.5	15.7	30.8	37.2	16.3	67.4	67.8	53.1	Yes	Yes

Physical Science (End-of-Course Performance by Group)

All Students	240	95.8	72.1	13.8	7.1	2.9	10.0	N/A	N/A	N/A	N/A
Male	126	94.4	62.7	18.3	8.7	4.8	13.5	N/A	N/A	N/A	N/A
Female	114	97.4	82.5	8.8	5.3	0.9	I/S	N/A	N/A	N/A	N/A
White	139	95.0	69.8	15.1	7.9	2.2	10.1	N/A	N/A	N/A	N/A
African American	75	96.0	74.7	10.7	6.7	4.0	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	21	100.0	76.2	19.0	N/A	4.8	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	47	93.6	83.0	10.6	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	12	100.0	83.3	16.7	N/A	N/A	I/S	N/A	N/A	N/A	N/A
Subsized meals	110	96.4	73.6	13.6	7.3	1.8	9.1	N/A	N/A	N/A	N/A

* Adj - Adjusted to account for natural variation in performance.

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*
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English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)

All Students	2007	587	99.0	11.6	28.9	33.0	26.5	69.7	69.7	70.7
	2008	512	99.6	6.9	27.9	42.3	22.9	77.1	76.9	69.7

Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)

All Students	2007	586	99.1	14.3	28.1	28.1	29.4	68.2	68.2	62.2
	2008	512	99.6	7.5	25.2	41.7	25.6	80	80	67.2

Abbreviations for Missing Data